

# Counting to 100

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**Reporting Category** Number and Number Sense

**Topic** Counting and writing numerals from 0 to 100

## Materials

- Story that features counting
- Collections of various manipulatives (e.g., bottle caps, shells, beans, keys, jewels, chicken rings, buttons, plastic animals, beads, marbles, erasers)
- Paper bags
- Index cards
- Personal hundred chart (attached)
- Large hundred chart for classroom display
- Removable stickers

## Vocabulary

*count, counting on, group, skip counting, hundred chart, total, represent*

## Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

Note: Before beginning this activity, prepare bags of assorted manipulatives to be counted by the students—one bag per pair of students. Distribute 100 items in these bags randomly, but be careful to place a different number of items in each bag so that no two bags have the same number.

1. Review writing the numerals 0 through 10. Explain that these same numerals can be used to write *all* the numerals from 11 through 100. Have students practice writing numerals each day in practical situations (e.g., numerals on the calendar, attendance slips, lunch count).
2. To introduce students to counting from 0 to 100 and writing the corresponding numerals, share a relevant story that features counting. While sharing the story, have students count orally the number of objects in each of the story's illustrations.
3. After the story, put students into pairs, and give each pair an index card, two copies of the hundred chart (attached), and a bag of objects. Demonstrate using the large hundred chart to count a large number of objects. Then, have each pair count the objects in their bag, using their personal hundred charts, and record on the index card the numeral for the number counted.
4. When all students have finished counting and recording, explain that they will now find out how many objects the class has all together. Ask students how we can determine the total many objects the class has as a whole. Lead students to discover that by adding each

group's objects together, we can determine the class total. Have the first pair of students tell how many objects were in their bag, and have them count to that number, using a large class hundred chart on display. Have them mark that numeral on the chart with a removable sticker before returning to their seat. Continue having each pair of students tell the number of items in their bag, "count on" from the previous marked numeral on the chart, and mark the numeral they reach. Continue until all students have participated and the numeral 100 has been reached.

5. Have students tell the *total* number of items that were in all the bags. Then, ask how we can be sure we have counted correctly (by recounting all the objects). Ask students to bring their bags of objects and make a circle on the floor. Have them dump all the objects from their bags into a pile in the center of the circle, and tell them they will now count all the items to prove they got the correct number on the hundreds chart. After students have finished counting, point out that it took a long time to count all the objects one at a time.
6. Ask whether there is a faster way to count the objects. Accept student responses, and, if necessary, suggest grouping the objects in various ways—i.e., into groups of two, five, or ten—and then skip counting to determine the total number. Have students try each of these groupings and count the groups by twos, fives, and tens to 100. Ask whether this way of counting was faster than counting one at a time.

### **Assessment**

- **Questions**
  - "What numeral would represent *no* objects in a group?"
  - "What are some different ways we can count to 100?"
- **Journal/Writing Prompts**
  - "Write the numerals 0 through 100."
  - "Represent the number of objects you had in your bag."
- **Other**
  - Coach students while they are counting and grouping objects.
  - Use recording sheets to show progress when students are writing numerals, counting orally, and skip counting.
  - Provide pictures of sets of items, and have students count and record the number of items in each set.

### **Extensions and Connections (for all students)**

- Create a math center where students can open labeled bags of manipulatives, count the items in each bag, and record in their journals the number of items counted.

### **Strategies for Differentiation**

- Put students into pairs or groups of three so they may provide support to one another. Allow each group to place items directly on the hundred chart in order to count the number of objects in their bag. Provide each group with a sentence frame :  
"We have \_\_\_\_ in our bag." Have them fill in the two blanks with the number and kind of items.

# Hundred Chart

|           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  | <b>6</b>  | <b>7</b>  | <b>8</b>  | <b>9</b>  | <b>10</b>  |
| <b>11</b> | <b>12</b> | <b>13</b> | <b>14</b> | <b>15</b> | <b>16</b> | <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b>  |
| <b>21</b> | <b>22</b> | <b>23</b> | <b>24</b> | <b>25</b> | <b>26</b> | <b>27</b> | <b>28</b> | <b>29</b> | <b>30</b>  |
| <b>31</b> | <b>32</b> | <b>33</b> | <b>34</b> | <b>35</b> | <b>36</b> | <b>37</b> | <b>38</b> | <b>39</b> | <b>40</b>  |
| <b>41</b> | <b>42</b> | <b>43</b> | <b>44</b> | <b>45</b> | <b>46</b> | <b>47</b> | <b>48</b> | <b>49</b> | <b>50</b>  |
| <b>51</b> | <b>52</b> | <b>53</b> | <b>54</b> | <b>55</b> | <b>56</b> | <b>57</b> | <b>58</b> | <b>59</b> | <b>60</b>  |
| <b>61</b> | <b>62</b> | <b>63</b> | <b>64</b> | <b>65</b> | <b>66</b> | <b>67</b> | <b>68</b> | <b>69</b> | <b>70</b>  |
| <b>71</b> | <b>72</b> | <b>73</b> | <b>74</b> | <b>75</b> | <b>76</b> | <b>77</b> | <b>78</b> | <b>79</b> | <b>80</b>  |
| <b>81</b> | <b>82</b> | <b>83</b> | <b>84</b> | <b>85</b> | <b>86</b> | <b>87</b> | <b>88</b> | <b>89</b> | <b>90</b>  |
| <b>91</b> | <b>92</b> | <b>93</b> | <b>94</b> | <b>95</b> | <b>96</b> | <b>97</b> | <b>98</b> | <b>99</b> | <b>100</b> |